

There is [Bell Work](#) everyday and will occupy the first five minutes of the class period.

1. Make this your document - Go to > File > Make a Copy.
2. Rename the doc (your last name - September Bell Ringer).
3. Find, copy & paste a historically significant artwork from this month's [featured gallery](#).
4. Each number below represents a day of the month.
1. [Publish](#) your artwork to [+Westosha Art](#) and submit this doc to [Bell Ringer](#) form.

Remember:

1. Find an artwork from [The Milwaukee Art Museum](#) and paste it here >
2. Who is the Artist? & What is the title of the artwork?
3. What media was used to create the artwork?
4. What year was the Artist born? & What year was the artwork created?
5. How old was the Artist when the artwork was created? & How old is the artwork?

Understand:

Clarify the range of visual qualities the the artist developed in the artwork.

6. Explain the artist's use of **Line**: convergent-divergent, dark-light, heavy-light, jagged-smooth, parallel, pointed-obtuse, straight-zigzag, thick-thin.
7. Explain the artist's use of **Color**: advancing-receding, bright-dull, light-dark, opaque-transparent, pure-mixed, saturated, strong-weak, warm-cool.
8. Explain the artist's use of **Form or shape**: concave-convex, curvilinear, geometric, natural, artificial, rigid, simple-complex, transparent-opaque.
9. **Texture**: artificial-natural, coarse, even-uneven, reflective, raised-lowered, real-simulated, regular-irregular, rough-smooth, soft-hard.

Apply:

Specify how the artist used the following to create meaning and mood in the artwork.

10. Determine the **Light or Value**: artificial-natural, bright-dim, direct-reflected, light-shade, bright-dull, dark-light, direct-indirect, night-day, reflected-absorbed.
11. How does the artist use of Light or Value affect the meaning or mood of the artwork?
12. Determine the **Mass or Volume**: big-small, bulky, empty-filled, heavy-light, solid-open,

stable-unstable.

13. How does the artist use of **Mass or Volume** affect the meaning or mood of the artwork?
14. Determine the **Space**: deep-shallow, empty-filled, extended-enclosed, narrow-wide, open-closed, vast-small.
15. How does the artist use of **Space** affect the meaning or mood of the artwork?
16. Determine the **Movement**: (imagined to real) accelerated, circular-straight, convergent-divergent, crosswise-lengthwise, fast-slow, forward-backward, real-virtual-implied, side-diagonal, spontaneous-directed, up-down.
17. How does the artist use of **Movement** affect the meaning or mood of the artwork?
18. Determine the **Energy or Tension**: active-passive, diminishing-augmenting, directed-free, free-bound, high-low, stable-unstable, static-dynamic, strong-weak.
19. How does the artist use of **Energy/Tension** affect the meaning or mood of the artwork?

Analyze & Evaluate:

Determine the **Focal Point** of the artwork.

20. How did the artist organize specific design principles to emphasize the focal point.
21. Elaborate on the design, is it chaotic or orderly, balanced, unified, do you sense a rhythm...
22. How does the artwork's organization or design affect its meaning.

Create:

Make Art

23. Create a short lyric reminiscent of the artwork and write it here >
24. Make a photo or drawing that is visually similar to the artwork and past it here >
25. Come up with a title for your art that is a play on words of the artwork's title.

Put your completed November Bell Work here >

[Bell Ringer Submission Form](#)